

## Multimedia Project : Culture Journeys Trip Video

Teacher Name: **Ms. Vetre**

Student Name: \_\_\_\_\_

CATEGORY	8	6	4	2
Content (Activities & Descriptions)	All activities help traveler to understand deep culture.	Most activities help traveler to understand deep culture. 1-2 do not.	Some activities help traveler to understand deep culture. 3-5 do not.	(Almost) all activities focus on surface culture. Little/no attention to deep culture.
Visuals	All images/maps are appealing, clear and help to â€œsellâ€ trip.	Most images/maps are appealing, clear and help to â€œsellâ€ trip. 1-3 may be unclear or unrelated.	Some images/maps are appealing, clear and help to â€œsellâ€ trip. 4-7 may be unclear or unrelated.	(Almost) all visuals are unappealing, unclear and/or do not help to â€œsellâ€ trip.
Persuasive Writing	Narration uses strong verbs/adjectives throughout video and succeeds in being persuasive.	Narration uses strong verbs/adjectives in most of video and is somewhat persuasive.	Narration uses a few strong verbs/adjectives in video and is persuasive at beginning/end only.	Narration uses weak verbs/adjectives and is not persuasive.
Problem-Solving	x	Student makes consistent effort to solve problems independently before seeking outside assistance.	Student makes some effort to solve problems independently before seeking outside assistance.	Student makes little effort to solve problems independently before seeking outside assistance.
Requirements	Final project includes visuals, maps, narration, citations and peer-review.	Final project is missing 1 component.	Final project is missing 2 components.	Final project is missing 3+ components.
Effort	Student uses all project time wisely and revises based on peer/teacher input.	Student uses most project time wisely and revises based on teacher input.	Student uses some project time wisely and seeks peer/teacher input.	Student does not use in-class time wisely and does not seek outside input.